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ABSTRACT

During the fall of 1985, the New York Alliance for the Public Schools, in cooperation with the New York City Board of Education, sponsored this study of 14 New York City public junior high schools which had shown significant improvement in reading and attendance over a five-year period (1980-85). The goal of the study was to identify changes in school organization, climate, curriculum, evaluation and administration which had contributed to this improvement. The study focused on the principal, since research has shown that the principal makes a great difference in the strength of the school's programs; the ability of staff to muster resources; and the impact of the climate, instruction and incentive system on pupil achievement. The research team identified the following five sets of activities, which principals at these schools were engaged in and which promoted academic achievement: (1) creating a working concept of the school as an institution, within which they exert leadership and improve access to external resources; (2) building an appropriate school program with focus, structure, and curriculum; (3) "selling" the school, often "magnetizing" it to draw good students and staff; (4) building and improving the teaching force and support staff; and (5) arranging the school as a system which builds expectations, consequences and rewards for achievement. A major purpose of the study was to provide material for a series of workshops to assist in school inprovement efforts. A pilot workshop focusing on dropout prevention was held on May 13, 1986, at Fordham University. A summary and evaluation of the workshop are included. (PS)

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PROGRAMS AND POLICIES THAT WORK:
HELPING SCHOOLS IN THE MIDDLE

A Study of Junior High Schools in New York City

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The New York Alliance for the Public Schools
32 Washington Place, 5th floor
New York, New York 10003

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In cooperation with the New York City Board of Education
May 1986

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ABOUT JUNIOR HIGH SCHOOLS AND THEIR STUDENTS . . . . .

Schooling is serious business for the early adolescent who must cope simultaneously with a changing self and a changing world. Both need attention or neither will be sufficiently served. We must develop healthy, confident students and equip them with the intellectual skills to succeed in a fast-paced, information society.

SCOTT D. THOMSON
Executive Director,
National Association of Secondary
School Principals

Because we cannot teach them all they need to know, we must teach them how to learn and how to adjust their lives to the changes that will surround them. To do this, we must provide high quality intellectual climates in our middle level schools and foster the development of adaptive skills that our students can use throughout their lives.

An Agenda for Excellence at the Middle Level, NASSP

We believe that significant structural change is a requirement for effective instruction at inner city secondary schools; efforts to improve teaching methods at inner city junior and senior high schools are not likely to have much impact unless prior attention is given to making structural changes in institutions and organizational arrangements.

Daniel U. Levine
"Instructional and Organizational Characteristics of Unusually Effective Inner City Intermediate Schools," 1985.

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The New York Alliance for the Public Schools

PROGRAMS AND POLICIES THAT WORK:

HELPING SCHOOLS IN THE MIDDLE

May 1986

SUMMARY

Junior high school remains the grossly neglected yet vastly important bridge between elementary school and high school, a time when children move toward maturity and receive a last chance to "catch up" before entering high school. Concerned about the needs of the city's junior high schools, the New York Alliance for the Public Schools, in cooperation with the New York City Board of Education, sponsored a study during the fall of 1985 of "programs and policies that work." Detailed case studies were conducted of fourteen New York City public junior high schools which had shown significant improvement in reading and attendance over a five year period (1980-85). The goal of the study was to identify changes in school organization, climate, curriculum, evaluation and administration which had contributed to this improvement.

The study focused on the leader, the principal, since research has shown that the principal makes a great difference in the strength of the school's programs, the ability of staff to muster resources, and the impact of the climate, instruction and incentive system on pupil achievement. The research team identified five major characteristics of effective junior high schools: five sets of activities which principals at these fourteen schools engaged in. These are:

(1) Institution Building: having a working concept of the school as an institution, within which they can exert leadership and improve access to external resources

(2) Program Development: building an appropriate school program with focus, structure and co-curriculum

(3) Image Building: "selling" the school, often "magnetizing" it to draw good students and staff

(4) People Development: building and improving the teaching force and support staff

(5) Accountability/Incentives/Rewards: arranging the school as a system which builds expectations, consequences and rewards for achievement

A major purpose of the study was to provide material for a series of workshops to assist junior high school principals and staff in their own school improvement efforts. The first of these workshops, a pilot workshop focusing on early dropout prevention, was held on May 13, 1986 at Fordham University.

PROGRAMS AND POLICIES THAT WORK:

HELPING SCHOOLS IN THE MIDDLE

INTRODUCTION

In the Spring of 1985, the New York Alliance for the Public Schools established a task force to examine the needs of the city's junior high schools and to identify ways in which the Alliance might contribute to their improvement. In addition to the chairman and executive director of the Alliance, members of the task force included:

Dr. Bruce Cooper
Fordham University

Dr. Edward Devine
New York City Board of Education

Herbert Elish
George Webb & Associates

Mary Ellen Fahs
Public Education Association

Charlotte Frank
Division of Curriculum & Instruction
New York City Board of Education

Sidney Gerchick
Council of Supervisors & Administrators

Dr. Helen Kelly
New York University

Jeffrey Korostoff
City University of New York

Sol Levine
United Federation of Teachers

Fred Lorber
New York Urban League

Dr. Deborah McGriff
Center for Educational Leadership
New York Urban Coalition

Steven Redfield
United Parents Association

Dr. Sayre Uhler
Fordham University

In the course of its meetings, the task force determined that a study should be conducted of New York City junior high schools which had demonstrated significant improvement in reading and attendance and could therefore serve as models for school improvement. The aim of the study was to identify practices, programs and policies which these schools had utilized in order to bring these methods to the aid of other schools through a series of workshops for junior high school principals and staff.

In cooperation with the New York City Board of Education, an extensive computer-based analysis was conducted to identify zoned, nonspecialized junior high schools which had achieved a substantial decrease in the percentage of students reading below grade level between the years 1980 and 1984. All fourteen schools which emerged from this analysis were studied. These schools represent a wide range of socio-economic, ethnic and geographic populations.

The fourteen schools appeared to occupy two tiers: in seven of the schools, reading scores progressed from a very low level in 1980 to a moderate level in 1984; six of the remaining schools had already been experiencing fairly high rates of reading success in 1980, but were able to raise their reading achievement to new heights during that same five year period. One of the schools did not readily fall into either of these categories, since in 1980 about half of the school was reading on or above grade, and by 1984 approximately four-fifths of the youngsters had reached this level.

Given this information, the research team commissioned to conduct the study (Dr. Bruce Cooper and Dr. Roberta Trachtman) decided that a quasi-ethnographic approach would enable them to discover how these schools had achieved their noteworthy gains. Since no two schools in New York City are exactly alike, the intention of the research was to identify discrete elements--programs and policies--which might be adapted and replicated by other schools.

Instead of using a formal, structured interview protocol, eight broad categories of interest were posited, a priori, as being potential sources of valuable information. Within each category, the questions which emerged were in response to the "sights and sounds" of each school visited:

I. Methods for Problem Diagnosis and Assessment

II. Goal Setting

III. Internal/External Personnel Involvement; other resources

IV. Plans and Programs

V. Operation and Implementation

VI. Problems

VII. Outcomes

Cooper and Trachtman visited each school to talk with key informants; in all instances, they spoke with the building principal and at least one other school-site administrator. In many of the schools the principals asked individual teachers to meet with the researchers, sometimes alone, sometimes with the principal on hand. Cooper and Trachtman toured each of the buildings, and in some places were able to informally chat with students and other school personnel. Throughout the visits, the principal at each school eagerly provided his time and attention and made the researchers welcome wherever they went.

The visits began in November, 1985 and ended in February, 1986. Many, many pages of data resulted from answers to questions and review of existing documents. The full report contains a "mini" case study of the findings at each school, an in-depth look at the fifteen categories and themes of improvement, and plans for a workshop which relates an effective junior high to the reduction of high school drop-out.

Schools in the sample are listed on the following page. The only criterion for selection was the degree of improvement in reading and attendance; by fortunate coincidence, the schools which met this criterion represent all boroughs, all structural configurations (grades 5-8, 6-8, 7-8, and 7-9), and all socio-economic and ethnic populations.

When we selected the schools to study, we looked for improvement during the period 1980-1984. During the time the study was conducted, however, data became available for 1985 and therefore these most recent scores are cited on the following page. The figures represent the percentage of students reading on or above grade level.

SCHOOLS IN THE SAMPLE

School	Configuration	1980*	1985*
Elias Bernstein, 7 R. Stavrakas, Principal District 31, Staten Island	6-8	75.1	84.6
Esther Hunter, 263 G. Grossman, Principal District 23, Brooklyn	7-8	32.5	69.5
Gateway, 364 R. Ferri, Principal District 19, Brooklyn	7-9	53.7	80.1
George Ryan, 216 M. Grossman, Principal District 26, Queens	7-9	80.9	85.4
James Stranahan, 142 W. Sadowski, Principal District 15, Brooklyn	7-9	34.0	56.1
John P. Sousa, 142 H. Brindle, Principal District 11, Bronx	7-9	37.8	67.4
Jordan Mott, 22 W. Green, Principal District 9, Bronx	6-8	29.7	58.7
Macombs, 82 S. Einhorn, Principal District 9, Bronx	6-8	22.9	52.4
Marine Park, 278 A. Schwartz, Principal District 22, Brooklyn	7-9	61.7	79.1
Roberto Clemente, 195 S. Williams, Principal District 5, Manhattan	6-8	39.9	55.8
Roland Patterson, 229 F. Johnson, Principal District 9, Bronx	5-8	41.9	64.4
Ronald Edmonds, 113 L. Watson, Principal District 13, Brooklyn	7-8	27.1	68.9
Russell Sage, 190 R. Anastasio, Principal District 28, Queens	7-9	73.1	81.1
Stephen Halsey, 157 D. Uzzi, Principal District 28, Queens	7-9	67.2	79.2

* Percentage of students reading on or above grade level

FOURTEEN CASE STUDIES

Elias Bernstein, 7

District 31

Principal: Robert Stavrakas

Reading scores, 1980: 75.1 on or above grade

1985: 84.6 on or above grade

Institution Building. Robert Stavrakas, the school's principal, has been in place for twelve years. He describes the surrounding community as middle class and upwardly mobile: the parents here value education and are keenly interested in the school's programs and the achievement of their children.

When he assumed the principalship in the early 1970's, he sought to weed out those teachers he believed to be incompetent. Although the process was arduous, he was able to replace some of his less desirable faculty with others whom he trained and nurtured. Then and now, he is attentive to creating a school which reflects the desires of the community-at-large. According to Mr. Stavrakas, the quality of instruction has significantly improved.

Structure. Students are grouped homogeneously according to reading ability. As a result of the Regents Action Plan, all students receive 5 periods of language arts and 5 periods of foreign language.

Program. A serious out-of-class reading program requires that each student read one full-length book a month. To underscore the importance of this effort, the names of these books are appended to the child's permanent record card.

There is one class on each grade for those students who are reading one and one-half years or more below grade level. In these classes, students receive instruction in skill development. Subject area teachers are also expected to teach reading to the children in these classes, and are encouraged to provide for silent reading in the content area. This is not always possible because of the dearth of good materials.

Due to the mandate of the Regents Action Plan, students who are below level in reading are also being given foreign language instruction. Thus, whereas they used to receive 10 periods of reading each week, they now receive 5. There are no additional language arts periods for these students.

Over the past five years, the school has decreased in size, and so there are now fewer low achieving students.

Rewards and Incentives. The "Bernstein Incentive Award" is given to outstanding students who have been chosen by school staff. The winners each receive a book, a plaque, and a letter from the principal.

Staff Development. Content area teachers are trained in how to teach reading through their subjects.

Access to External Resources. Young adult specialists are brought in from the public library to present interesting reading programs.

Roberto Clemente, 195

District 5

Principal: Sam Williams

Reading Scores, 1980: 39.9% on or above grade

1985: 55.8% on or above grade

Recruitment. Roberto Clemente opened its doors as a magnet school. By virtue of its "subschool" offerings, it had been able to attract many of the better students throughout District 5.

Two years ago, a "reverse magnet" program was established, whereby the lowest achieving sixth graders in the elementary schools in the district were offered an opportunity to transfer to this intermediate school. These youngsters, who entered reading at least two years below grade level, are known as lateral transfers. They have become a subschool onto themselves, and are known as the STARS (Students And Teachers Are Raising Standards).

A program of instruction and support was designed for them with the assistance of faculty members from Bank Street College. As a result of the success of the program, 40% of these students are now mainstreamed. However, their presence in the school serves to account for much of the reported decline in Clemente's reading scores from 1984-1985 (55.8% in 1985, 66.0% in 1984, were reported on

or above grade in reading).

Access to External Resources. Bank Street College became interested in Roberto Clemente because of its high achievement. Faculty and students from this college have become on-going partners in school activities. Monthly meeting are held between Bank Street personnel and school staff.

Roberto Clemente received a $5,000 award from the Fund for the City of New York.

Institution Building. A council of teachers was established to meet one period a week to discuss issues of concern to all. One representative from each subschool serves on this committee, and all are programmed for the same free period.

In her conversation, the reading coordinator stressed the importance of the principal's attitude toward innovation; she reported on his willingness to try any new, good idea, even though not all of these programs will prove to be successful. She believes that in this school there is a sense that students and staff "are all in it together;" according to this teacher, there is both a shared mission and a sense of belongingness among those who live and work at Roberto Clemente.

Personnel. The principal has never given an Unsatisfactory rating to a teacher at this school.

Structure. The school is divided into eight subschools, each characterized by a theme: vocal music, instrumental

music, business education, drama, dance, bilingual, special education, and the newest group, the STARS. The original creation of these subschools served to attract many more of the district's high achievers to Clemente.

Students attend classes with others in their subschools. Teachers in these smaller units are better able to share information about students' academic and social progress. For children who are experiencing difficulties, conferences with parents are held with all subject teachers in attendance.

At one point, an attempt was made to homogeneously group all Clemente students for English. To accomplish this goal, students were programmed with youngsters from other subschools. Teachers balked--they believed that the intimacy and support offered through the smallness of the subschool were more critical to student success than that which might be wrought through homogeneity.

Program. The math and reading programs are supervised by teacher coordinators.

Students are grouped within their subschools homogeneously for English, and they receive five periods of instruction.

The reading coordinator and her staff developed a curriculum of minimum skills for all students in all subschools.

Vocabulary lists are prepared for school-wide use.

A school-wide writing program has recently been

introduced.

Reading is integrated throughout the content areas.

Accountability. All students take quarterly department tests in all subjects

In reading and math, monthly tests are required.

Staff Development. Weak and strong teachers are paired with each other in an effort to provide for peer support and assistance. The smallness of each subschool has facilitated the development of weaker teachers in a non-threatening, personalized way.

Rewards and Incentives. Teachers receive awards for perfect attendance.

The "Subschool of the Month" is awarded to the school with the best punctuality/attendance record.

Subschool teachers are elected by their peers to serve as representatives on the Principal's Coucil.

When the school was awarded $5,000 from the Fund for the City of New York, $500 was spent on a staff party.

Co-Curricula. An early bird program is offered for those students interested in specialized activities. This, and the after-school program, both provide opportunities for remediation or enrichment.

A major artistic production is performed each year, calling upon the talents of all.

The Ronald Edmonds Learning Center, 113

District 13

Principal: Lloyd Watson

Reading Scores, 1980: 27.1% on or above grade

1985: 68.9% on or above grade

Institution Building. The Ronald Edmonds Learning Center was created in 1983. Although it physically occupied the same building that had once housed Rothchild Junior High School, the similarity between these two institutions ended there. The Learning Center, as evidenced by its new name, was created to reflect the principles and policies defined by the late Ronald Edmonds. The District office, through the efforts of Superintendent Jerome Harris and Program Development Director Deborah McGriff, redefined the mission of the school, re-organized its structure, changed its staffing and lines of administration, opened it up to enrollment from all the elementary schools in the district, and provided school personnel with the training, materials, and support which would facilitate a successful transition.

On the morning of their visit, the researchers overheard the following conversation between two neighborhood residents standing outside the school:

A: Do you remember what this school used to be like?

B: Sure do . . . the kids were always hanging outside, and it never looked like anybody was inside.

A: Look at it today. Nobody is hanging around at all!

Structure. By 1983, the concepts of student recruitment and magnet programs had become reality throughout District 13. By that year, special junior high programs were attracting students with specific needs, abilities, and interests. Throughout the district, subschools had been established, and knowledgeable neighborhood residents sought to ensure their children's acceptance to these successful mini schools. In response to vocal community dissatisfaction, District 13 had already begun to upgrade the teaching and learning at Rothchild by instituting an intensive reading program in 1981; the introduction of this program five years ago marked the beginning of a long-term schoolwide revitalization effort.

In 1983, this effort gained momentum: to transform junior high school 113, five mini schools were created within its walls, including a school of performing arts, a media school, a school for computer technology and allied disciplines, and two subschools to serve students with special educational needs.

Each mini school contains approximately 190 students; in the performing arts, media, and computer subschools, special education students are completely mainstreamed.

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Each subschool is responsible for its own administration, supervision, talent area curricula, parent groups, and its own floor of the building. Although the building principal, Lloyd Watson, remained, there are no longer any assistant principals; each unit is administered by a teacher coordinator who, in effect, serves as the subschool's principal. The teacher coordinator is responsible for the teaching and learning in his/her unit; in addition to their administrative and supervisory responsibilities, coordinators also have limited teaching loads.

Recruitment and Articulation. Almost all of the junior high school programs in this district are "open" to all district children, with admission to each based on student achievement and availability. The district's central office coordinates the placement process; from this office, letters are sent out to all elementary school students who expect to graduate during the school year. In these letters students are alerted to the opportunities within the districts's junior highs. The various program offerings are described, the criteria for enrollment are clearly stated, and a form is provided on which students list their choices in order of preference. These letters are returned to the district office where they are sorted and then submitted to the appropriate supervisory personnel at the building levels. In some instances (e.g. schools for performing arts), an audition and interview are

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arranged; for other applicants, their school profiles are carefully examined, telephone calls may be made, and a decision is reached regarding acceptance. Students and parents who are interested in visiting the programs at the Ronald Edmonds Learning Center are encouraged to do so, and are provided with an opportunity to visit during the school year.

Personnel. In order to accommodate the needs of the newly created magnet programs at Ronald Edmonds, teachers with specific talents and skills were recruited and trained. In some instances, teachers from Rothchild with special abilities were already in place; in other cases, it was necessary for the teacher coordinators and other district staff to search for teacher-specialists for the programs being offered.

Staff Development. Through the efforts of the district office, a staff development program was created and delivered to all teachers, new and old, in order to explain the concept of magnet schools, to describe the new roles that they would now play, and to provide teachers with a critical opportunity to "buy-into" the new program.

On-going staff development continues to be provided by the district office to both the teacher coordinators and the subject area teachers.

Kelvin [illegible] successful models of [illegible] in other schools in the country, the position of "teacher coordinator" was established as a less threatening mode of

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supervision. By creating small, sub-units, the district additionally hoped to lessen the bureaucratic distancing common in larger, traditionally organized schools. Further, since teacher coordinators remain in the classroom for part of their time, it was expected that they would have a more collegial approach to problem-solving and decision-making.

Access to Resources. With the assistance of the District Office, the subschools have developed their own ties to the outside community. All of the subschools are partnered with Chemical Bank, which has provided personnel assistance and some material resources. Given the needs of its particular student body, the performing arts school has established relationships with the Lincoln Center Institute, the Brooklyn Academy of Music, and Long Island University.

In addition, the central Board of Education has brought the School Improvement Project to the Ronald Edmonds Learning Center, and the school's principal, Lloyd Watson, has participated in an Urban Coalition program for the development of educational leaders.

Program. The reading program in District 13 is carefully orchestrated by the central office. The district provides its schools with pre-packaged vocabulary lists, course goals and objectives, and district criterion-referenced tests.

In two of the subschools, all of the students who are

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accepted are already reading on or above grade when they enter. In their English classes, the week's activities include one day devoted to vocabulary development, two class days which focus on a basal reader, and one-two days which target writing and grammar. (The Lucy Calkins writing program is used.) In addition, considerable attention is given to the development of critical thinking skills.

In the subschools with lower achieving students, specific programs have been designed to improve reading achievement. Students receive five periods of language arts each week, but reading is also integrated across subject areas: in the social studies classes, there is a "reading selection of the day," which reinforces the skills taught in the English classrooms. For those students who meet the criteria, a Chapter 1 reading program provides for small class instruction in reading and writing.

In summary, the literature on alternative schools reports that morale is high and commitment is great in small schools where a process of self-selection determines the student population. The students at the Ronald Edmonds Learning Center clearly want to be there.

Gateway, 364

District 19

Principal: Richard Ferri

Reading scores, 1980: 53.7% on or above grade

1985: 80.1% on or above grade

Institution Building. Two and one-half years ago, Nathan Rosenfeld and Richard Ferri assumed the leadership of this school, as principal and assistant principal respectively. Having worked together before, they entered the building determined to unite the faculty by creating an environment for participatory management and shared decision-making. As a result of the physical limitations imposed by the building, it had been necessary to house the students in two separate facilities, thereby encouraging an institutionalized lack of cohesiveness among the faculty. In the opinion of Rosenfeld and Ferri, this distancing, and other morale issues, were having a deleterious effect upon the teaching and learning taking place.

In the two years that both of these administrators worked together (Rosenfeld retired in June, 1985), they became visible to the staff and to the students; their open door policy encouraged a certain amount of griping and venting, but it also provided an atmosphere for change and

growth. Teachers at Gateway were asked to take responsibility for their students in ways that demanded creativity and hard work; it seems, however, that the effort has been worthwhile.

Structure. Gateway has approximately 500 7th, 8th and 9th graders, most of whom come from working class homes. The 7th graders are in one building and the 8th and 9th graders are in the other. It is expected that there will be no 9th grade next year.

Given its small size, there are only four English teachers, two in each building. These teachers have many opportunites to talk with each other, and to plan programs which reflect well upon the teaching that has gone before. Thus, the articulation problems in larger schools are not in evidence at Gateway.

Students are homogeneously grouped for English, depending upon their reading ability.

Students who are reading below grade level receive 10 periods of language arts, 5 of which are devoted to reading improvement through a mastery learning approach. All 10 periods are with the same English teacher, and they are usually scheduled back-to-back.

Program. Mastery Learning requires that students "master" a prescribed number of skills before they are allowed to proceed to the next level. This approach includes a careful testing plan, which provides teachers with immediate feedback as to a student's strengths and

weaknesses. It is clearly tied to a diagnostic/prescriptive method for improving reading.

In an effort to revitalize the reading program across-the-board, Ferri and Rosenfeld ordered new readers for all language arts classes. In these classes, students receive literature, language, and writing instruction. Formal writing is required during class time and at home.

Reading is also integrated in the content areas.

Staff Development. The district office has provided staff training in mastery learning and other effective techniques targeted specifically at reading. Most recently, pre-packaged materials on the CLOZE technique have been distributed to teachers from the central office.

Owing to school size and principal interest, Mr. Ferri is able to supervise all teachers. He, as well as others, offer model lessons. New teachers are given special attention and encouraged to make the most of their creativity.

Personnel Recruitment. The last four vacancies at Gateway were filled by teachers whom Mr. Ferri selected. He is most eager to staff the school with teachers who reflect his own educational mission and agenda.

Co Curricula. Student trips are eagerly attended. For those who are interested, a yearly dramatics production and a school yearbook provide additional opportunities for student participation.

Access to External Resources. An artists-in-residence

program brings in outsiders to enliven the traditional subject and course offerings.

Parents are always welcomed. The principal has worked hard at making the community feel a part of the school. The Parent-Teachers Association has raised funds for the creation of a school library.

Stephen Halsey, 157

District 28

Principal: Dominick Uzzi

Reading Scores, 1980: 67.2% on or above grade

1985: 79.2% on or above grade

Institution Building. Having been the school's principal since 1971, and one of its assistant principals for eight years before that, Dominick Uzzi has the perspective of time and the benefit of longevity. He describes his approach as a series of long-range planning efforts; rather than being a reactive principal or a crisis manager, Mr. Uzzi leads his school with a deliberate, seasoned hand. In recognition of the school's continued success over time, staff and parents support his style and follow his direction.

Structure. Parallel programming of subject classes allows for individualization and flexibility.

The students at Halsey occupy three tracks. Almost three-quarters of them are in the "special progress" classses, which indicates that when entering 7th grade their reading levels were one and one-half years above grade and their mathematics scores were one year above grade. These students study a foreign language and

participate in classes which offer enriched programs.

The second group of students are on or somewhat above grade in reading and they also take a foreign language. They study the same subjects as the "special progress" students, but the pacing and curricula are tailored to their abilities.

The third track of children do not read on grade. They have been identified by the guidance department on the basis of test scores and teacher recommendations. They receive 5 periods of reading and 5 periods of language arts (no foreign language). The students herein are further subdivided into those who receive remedial mathematics and/or remedial reading instruction in regular classes, and those who are assigned to the reading laboratory program. The faculty assigned to the upper level students in this track are not necessarily licensed reading teachers. However, before placement, these students are individually tested by one of the school's reading specialists in order to determine an appropriate program.

The lowest achieving students are offered an intensive, individualized reading program, with special teachers and materials. Class-size is limited, with approximately 20 youngsters being the maximimum number taught at any given time. (The other reading classes have about 29 students.)

The Reading Laboratory Program. The reading department was created by Ms. Irene Clarke about four or five years ago.

She became the chair of this department, which now includes two other reading teachers. The program is designed for student success. Students are asked to perform specific tasks each day which lead them toward skill mastery and progress. Not only are they taught how to read better, but they are encouraged to develop self-respect and an improved self-image.

Pre- and post-tests provide useful feedback to the reading teachers. These results facilitate the individualized planning which is critical to the success of the program. The room in which these students learn has taken on a particular significance for them; in addition to being a "safe haven," it is a large, open space where they can walk around and quietly interact with their teacher and their peers. It is unlike any other room in the building; it is special, and these students adore its "specialness."

When they have improved sufficiently, students are transferred to one of the other reading programs. According to Ms. Clarke, although all eagerly return for a visit, very few students slip back into this group once they are out on their own.

Co-Curricula. A bi-weekly afterschool program funded by the Queens Youth Board provides a place for students to get assistance with their homework as well as all kinds of tutoring help. Two teachers, one paraprofessional and one coordinator serve the 60 youngsters who have been referred by their classroom teachers. Up until this year, Ms.

Clarke was the program's teacher coordinator. (She is now otherwise engaged in the pursuit of a doctorate in reading.)

Access to External Resources. Halsey students participate in a Law Mentoring program. In addition, a nearby branch of IBM has provided opportunities for student field trips and has sent guest speakers into the classrooms. On one occasion, Mr. Uzzi allowed IBM to use the school's auditorium for a meeting, and classes were invited to attend.

Staff Development. Ms. Clarke works with her own department and many of the other teachers throughout the building. Since Mr. Uzzi believes that reading should be integrated in all subject areas, it is not unusual for Ms. Clarke to offer demonstration lessons at school-wide faculty conferences, or to confer with teachers individually.

Rewards and Incentives. The Halseyite of the Month is a coveted honor. In addition to having met rigorous academic standards, the recipient needs to have an excellent attendance record.

A Student Planning Committee meets with the school principal on a regular basis. Each class sends its own representative.

Attendance. Attendance has always been carefuly monitored at this school. The class with the best attendance record is awarded a pizza party.

To combat a widespread lateness problem, the homeroom class now meets at the end of the first period.

Esther Hunter, 263

District 23

Principal: Gil Grossman

Reading Scores, 1980: 32.5% on or above grade

1985: 69.5% on or above grade

Institution Building. To make the school a safer place, it was first necessary to regain control. At 8 AM, the principal stands guard at the front door to be sure that each student enters the building with pencils and books. Rules and regulations for attendance, punctuality, behavior, and academic performance are codified in a handbook, and students and parents are required to indicate their acceptance of them in writing.

Regularly scheduled faculty-student luncheons break down some of the distancing between youngsters and adults. At holiday time, luncheons are held during which additional "fun foods" are provided by the kitchen and shared by teachers and students alike. Faculty-student sporting events are also held to promote a sense of collegiality and peer support within each team, as well as a greater sense of family among all.

The School Improvement Team was created by the principal to tap the creativity of his staff, students, and

community residents, and to include them in the decision-making process. Participants are elected to this team, and are required to meet together on a weekly basis to plan for activities at the school, and to provide on-going information to the administration regarding what is working and what needs to be fixed.

Since memos often end up in the garbage, when the principal needs to communicate with the faculty in this format he leaves the memo in the general office and asks that each teacher sign it to indicate that it has been read.

Program. A librarian was hired to rebuild the library which had been destroyed during the previous years, as well as to institutionalize a place for reading. The librarian works with the language arts classes on building skills related to research and report writing.

Reading is integrated throughout the curriculum. The Language Arts teacher-coordinator helped the science and social studies departments select approrpiate texts.

The district uses the same reading series throughout its schools to decrease some of the difficulties faced by a transient population.

The Language Arts coordinator and teachers modified the standarized curriculum to accommodate their own needs. This coordinator works closely with staff to monitor how well students are learning.

The district provides an after-school reading

remediation program.

Peer tutoring is encouraged, with credit being given to the tutor for time spent on this task.

Structure. Language Arts was increased from 5-10 periods per week. This change resulted in the elimination of the science period and the industrial arts program. In addition, the social studies class time was decreased to two periods per week.

The lunch period was moved from the fifth to the sixth period, thereby decreasing the length of the afternoon (this time of the day seems to be less productive).

Students are homogeneously grouped by homeroom section for reading.

The homeroom teacher is also the first period class teacher, so as to decrease the amount of "traveling" during the start of each student's day. This arrangement also encourages students to begin work as soon as they enter the homreoom class since an assignment is already waiting for them.

Co-Curricula. Clubs are held before school time (from 8-8:40-AM) to encourage greater participation of students and faculty. These clubs have helped to improve attendance and punctuality as well.

Staff Development. The language arts teacher-coordinator works with the science and social studies teachers to promote reading through these other subject areas. She holds workshops for the language arts teachers and serves

as their direct source of system support. Through the efforts of this coordinator and others, the district now requires all of its schools to use the same reading series so as to decrease the difficulties for students who move within the community.

The Teacher Center is an on-going staff development room run by teachers for teachers. It is a place where experienced and neophyte teachers are encouraged to turn for new ideas or for new solutions to old problems. It is administered principally by a teacher who has been trained in those methods which work best with adult learners.

New teachers at 263 are welcomed with a party.

Rewards and Incentives. Ice Cream parties are thrown for group achievements.

The Good Guy Lottery has been instituted as part of a behavior modification program where students showing exceptional behavior, work, general improvement, are eligible for "Good Guy" cards, which may result in their winning of significant prizes. The prizes are obtained through faculty and parent fundraisers.

Peer tutoring has encouraged students to learn from each other in a formalized way. Both sets of students are recognized for their participation in this program.

Crisis Intervention involves trained teachers working with students in small groups. Given the limited time that the guidance personnel have to reach all of the student body, teachers have been trained in ways of working with

students who may be in need of one-to-one counseling.

Holiday and end-of-term parties have been reinstituted, since faculty and staff now want to celebrate their successes together.

Access to External Resources. Through Adelphi University's AUNTI Program, three retreats were provided during which members of the school's faculty learned more about themselves and shared ways to improve the school. Funding for these retreats was partially underwritten by the Urban Coalition. In a similar way, the Coalition invited students from 263 to attend a leadership training retreat held in the Pocono mountains to learn about ways to build cohesiveness within their school.

A Parent Room was created so that parents would have a private place to meet with teachers as well as administrators in an atmosphere which would encourage their participation in the life of the school.

Macombs, 82

District 9

Principal: Sanford Einhorn

Reading Scores, 1980: 22.9% on or above grade

1985: 52.4% on or above grade

Institution Building. To create a better climate for learning, the issue of school-wide discipline was addressed. Students without notebooks are prohibted from attending classes. Rules and regulations were codified, and teachers, students, and parents are now required to "sign-off" on these procedures. In addition, parents are required to pick up report cards at the school.

These policies were put in place by a Faculty Planning Committee composed of teachers and administrators. All teachers are provided with a school handbook which outlines expectations and responsibilities.

The school's Central Planning Committee includes the principal, the assistant principals, and the two teacher-coordinators who serve as supervisors. They serve as a forum for discussion, for goal setting, and for a critical review of school progress.

Personnel. With a shrinking school population, the principal was able to excess teachers according to competency. New recruits are hired on a "substitute

basis," in order to provide ample time for their supervision and subsequent evaluation. This tactic has lessened the potential for difficulty posed by incompetent staff who are tenured.

Structure. The students in need of remediation (almost the entire school in 1980), are given two periods of Language Arts each day. To do this, periods had to be "stolen" from social studies and science, as well as other subjects considered to be "non-priority."

A knowledgeable reading coordinator was hired to supervise the teachers and provide for their development.

Teachers are scheduled for the same preparation periods to provide for communication and sharing.

Program. Vocabulary lists are provided to all Language Arts teachers, with the expectation that these words will be taught and learned.

The reading department's curricula were developed by the reading coordinator in concert with his teachers. This process has fostered a sense of ownership among the reading teachers.

"Teacher proof" texts were chosen to facilitate the teaching process. The reading coordinator believes that careful text selection has strongly contributed to the improvement in reading scores. With these texts, teachers are much better able to highlight the most important skills and to provide their students with opportunities for reinforcement and practice.

Parents are encouraged to participate in upgrading their children's skills: workshops are offered by school personnel to inform parents of appropriate reading techniques and approaches.

Reading is integrated throughout the curriculum; other subject area teachers are assisted in their efforts to reinforce reading skills.

Monthly book reports are required for all students.

Accountability. Monthly exams are mandated in all subject areas. Class scores are posted in the principal's office, and considerable attention is given to the results. Students and faculty are sensitive to the "public nature" of their performance, and are thus more motivated to do well.

Rewards and Incentives. Students and teachers are rewarded for their achievements. For students, there are honor rolls, certificates of merit, and Martin Luther King, Jr. growth awards. Special whole-class achievement is acknowledged over the school's loud speaker (the names of their teachers are read aloud too!).

Teachers are feted with celebratory suppers, and a school newletter trumpets their accomplishments.

Staff Development.

Teachers are encouraged to visit each other's classes. Model reading lessons are presented by the reading coordinator and other staff.

Close supervision is provided by the reading

coordinator (who is a subject specialist) to his department; teachers feel as though they are truly getting an expert's advice.

A buddy system was created to pair the expert and novice reading teachers.

Co-curricula. In a dual effort to improve achievement and attendance, an after-school progrgam was created to provide remedial tutoring and club activities.

Attendance. A computer dialer facilitates the attendance procedures at Macombs. Parents of absent youngsters are called by computer each night that students do no attend school. Several members of the staff are involved in monitoring attendance, including an Assistant Principal, a teacher coordinator, and a school aid. A special program (funded by AIDP monies) for a select group of 150 youngsters provides for additional monitoring and follow-up procedures.

Classes are awarded banners for perfect attendance. Students who have had perfect or near-perfect attendance each month are invited to "go to the movies" during school hours--these movies are shown in the Macombs auditorium, and are considered a very special treat.

Articulation and Placement. Through the efforts of the guidance department, some Macombs students have been accepted by A Better Chance, a prestigious private school.

Marine Park, 278

District 22

Principal: Albert Schwartz

Reading scores, 1980: 61.7% on or above grade

1985: 79.1% on or above grade

Institution Building. As described by the building principal, Dr. Schwartz, Marine Park occupies the position of "Number 1" in this competitive Brooklyn school district. Although its student population has changed significantly over the past ten years, with almost two-fifths of its present student body being minority, the school has continued to be an academic leader. The seasoned staff of teachers is content; for ten years, (until September, 1985) the school had had only one principal, and a sense of family had been established under her leadership. At the same time, until his retirement in June, 1985, the district superintendent Ralph Brandy had been in place for twelve years. Thus, a sense of continuity and constancy had pervaded the school for at least a decade. Since both the district superintendent and the school's principal are new to their positions, the future may hold some changes for Marine Park.

Recruitment. Dr. Schwartz explained that the 1986-1987

school year will see a new configuration at this school: due to the expanding kindergarten population and the all-day programs now in place for these children, as well as the decreasing high school population, Marine Park will open in September with a brand new sixth grade. All of the elementary schools in District 22 will become K-5 buildings, and all of the junior highs will be converted into middle schools. Each middle school will have a theme, and will seek to attract those students most interested in the pursuit of its particular programs. As mandated by the district office, a marine biology program will be the "magnet" here. Plans are now being made to attract the most academically talented students: although the magnet program and the sixth graders may be new for 1986, the faculty and administration are intent upon maintaining the high standards and quality education that have always been the hallmark of Marine Park. Dr. Schwartz wants to create a "learning academy" for all.

Structure. Approximately two-thirds of the students here are reading on or above grade, and all of these youngsters study a foreign language. Students who do not receive foreign language instruction are given 10 periods of language arts each week, 5 being devoted to a literature/language curriculum, and 5 focused on reading. These reading classes are scheduled before lunch, so as to maximize student attentiveness.

A special program was designed for a small group of

7th graders with severe reading problems (they were reading 3-4 years below grade). They were grouped into very small classes, of about twelve students each, where they received intensive instruction throughout the day by ONE teacher. Due to impressive gains in reading, the original group of students has now been mainstreamed.

Program. Although an extensive reading program was developed by the previous district superintendent and his central office staff, delivery of the program remains the preogative and responsiblity of the individual schools. Since Mr. Kostick, the Assistant Principal for Language Arts, is a reading specialist, the program at this school benefits from his expertise. Much of his time is devoted to helping teachers design the most effective reading curricula tailored to student ability. Materials are distributed by his office to be used in classsrooms for enrichment and reinforcement; a warm-up reading exercise is required in all language arts classes each day. The Book-of-the-Month Club ensures that all students read at least one outside book each month. Writing instruction is formal and mandated for everyone

In addition to providing lower achieving students with five extra periods of reading each week, reading is also integrated into the content areas. Audio visual aids and classroom texts are ordered with a careful eye toward student reading ability. In their "group guidance" classes, seventh graders discuss issues of self-image and

school achievement, and how they interrelate. Since the school's mission is clearly the pursuit of excellence, these guidance classes offer a formal opportunity for the encouragement of student pride and esteem.

Staff Development. Monthly teacher demonstration lessons are scheduled for the language arts department, and some of these lessons are videotaped. Classroom intervisitation is encouraged and common. One of the especially talented reading teachers acts as a resource to her peers within the department and to other teachers in the school.

New language arts and reading teachers are repeatedly observed informally by Mr. Kostick. For formal observations, a clinical pre-and post-conference approach is used.

Rewards and Incentives. A pizza party is provided for the first class in which all students hold library cars.

Parental Involvement/ External Resources. Parents are offered workshops on how to encourage reading and how to help their children to improve their skills.

A Lincoln Center program provides for "teaching artists" who come to Marine Park to work with the youngsters.

Jordan Mott, 22

District 9

Principal: William Green

Reading Scores, 1980: 29.7% on or above grade

1985: 58.7% on or above grade

Institution Building. When he first came to the school in 1972, it was clear that this was not a safe place in which to learn. In response to this missing prerequisite, Green began his principalship by meeting with gang leaders to discuss the best ways for keeping out intruders and others who were anxious to disturb the teaching and learning that could be going on. Safety is no longer an issue of concern.

The principal has resurrected the notions of reward and recognition in a world where many had become used to failure, where many had learned to expect little from themselves or from those around them.

Structure. Understanding that many students and teachers hide behind the anonymity offered in large organizations, the school's principal reorganized the building into several "subschools." Each of these units has been named for prominent Black or Hispanic leaders.

All three grades have been organized into four subschools of about four classes each. (There are

approximately 16 classes on a grade). Students are placed in a grade-appropriate subschool on the basis of reading ability, and so within each subschool the four classes are fairly homogeneous (The "1" class, however, generally has the highest achievers within that particular subset.)

The population of Jordan Mott requires that all students receive 5 periods of reading and 5 periods of language arts.

Program. Since two of the lowest achieving elementary schools throughout the entire city feed into Jordan Mott, (the main feeder schools rank 598 and 611 out of a pool of approximately 625 schools,) attention is first being paid to the acquisition of basic skills.

The school year has been divided into modules of time, each lasting between one and two months. At the start of each module, a class is given a standardized pre-test of the material which will be presented. These pretests are prepared by members of the faculty under the supervision of the area assistant principal.

Once the test is administered, the percentage of students passing and the class average are both calculated, and the results are transferred to a large chart that has been prominently placed in the school lobby. The names of the teachers are listed next to their classes' scores, thus making a direct connection between the two.

When the module is over, the class is given a post-test that has also been formulated by a committee. The

percentage passing and the average mark are again tabulated and inscribed upon the wall chart. However, an additional column is provided to address a most critical issue--once the instructional material has been taught, do students know more (as evidenced by higher test scores)?

For those classes which have increased in knowledge, a "plus score" in black reflects their improvement. For those classes which have done less well on the post-test, a "red minus" is used to report this decline.

In addition to the standardized tests for each module, teachers are also provided with a detailed list of curricular objectives which they are expected to meet. This standardization is critical to the success of the second arm of the principal's plan: near the end of each module, to prepare for the final test, classes are engaged in a contest to show mastery of the subject. During tournament play, classes are first pitted against others within their particular subschool (i.e., Martin Luther King 1 plays Martin Luther King 2). It is expected that these contests will be close, since the ability levels of the students are presumed to be somewhat equivalent.

Students realize that the only way to win is to know the material, and to know more of it than their opponents. The teachers also have much to gain or lose; while they demand success from their classes, they are simultaneously being held responsible by Mr. Green for the results.

Accountability. In the school's main lobby are posted

large wall charts describing the progress of individual classes and teachers. It is hard to hide in Bill Green's school--although there are almost 1200 youngsters in this intermediate school, the competitions and public postings prohibit students and teachers from remaining unnoticed behind their closed doors.

Borrowing heavily from his background as an athlete, Bill Green believed that he needed a way to re-engage those students who were quietly and efficiently choosing not to play the game at all--those who were only present to warm their seats on the school bench. The master tournament for each grade requires that teachers and students "face off" against opponents who had, up until then, been rather invisible.

The contests which ensue almost exclusively test the lower level (or basic) skills of recognition and recall. Rewards and Incentives. Teachers and students have an unusually high investment in winning: the class which wins is awarded points which may later be exchanged for trips or other special activities. Furthermore, another large wall chart is posted to display the winners and losers of each contest. In a world where no one likes to lose, especially when that loss is prominently displayed, the students are charged up and determined to win.

If a lower level class is able to beat a group of students who are supposed to have more ability, it is assumed by the administration that one of these teachers

has done a better job. Whether or not other variables have intervened, the score is that which counts, and that which is held up for all to see. The teachers recognize full-well that the contest is another way for making them accountable for the learning in their classrooms.

At the end of the year, the Most Valuable Teacher plaques are awarded to the "excellent" teachers. This award is keenly coveted, and charges of "favoritism" have been voiced by some who have not received it.

Staff Development. Although most of the faculty work under common branch licenses, those who are reading specialists work as mentors to those who have not had formal training in reading.

Articulation. Teachers from the feeder elementary schools have been invited to Mott to attend workshops on reading.

Co-Curricula. The Jordan Mott Band has marched in city-wide parades and has been acknowledged for excellence by prominent city officials. Students who participate are required to maintain satisfactory grades and attendance records. The band has provided the school with recognition from the community and a sense of pride and school spirit.

Participation in athletics is another way for youngsters to shine at 22. Some athletes have received full scholarships to private, prestigious high schools that are searching for athletic talent.

Roland Patterson, 229

District 9

Principal: Felton Johnson

Reading Scores, 1980: 41.9% on or above grade

1985: 64.4% on or above grade

Institution Building. When Roland Patterson opened in 1977, 29% of its students were reading on grade level. Having grown up in Harlem, the school's first principal, Felton Johnson, was well aware of the needs of the youngsters within his school, as well as of the opportunities which the system presented. He was determined not to let 229 become another statistic in the City's list of failing schools.

Students and teachers receive a handbook on their very first day at school. In it, the rules and regulations are clearly spelled out. Students who are late to school are required to stay an extra half hour to make up for lost time. Parents are required to sign-off on homework, and teachers must communicate with parents throughout the school year, and not just at report card time.

Access to Resources. During the past eight years, this intermediate school principal has been able to leverage tens of thousands of dollars worth of resources, both human

and material, to implement the programs and the methods which he believed would help to turn this school around. The most significant, and far-reaching change, was the introduction of the principles of Mastery Learning at the start of the 1981-1982 school year. The program at this school serves as a model for others throughout the city and has been praised by senior personnel at the Board of Education.

In recognition of his students' writing deficiencies, Johnson hired a writing consultant to set up a program for the school. She now comes to 229 on a weekly basis, at no charge, because some of her workshops at the school are being broadcast on a television education channel, thereby making her more visible to others who may also be in need of her services.

In another example of Johnson's persuasiveness, a major book publisher gave the school all of the necessary computer software and hands-on materials to establish a mathematics management program which allows for weekly testing and computer assisted diagnosis of students' weaknesses and strengths in math.

Staff Development. Encouraged by the enthusiasm of two knowlegeable teachers, and personally convinced of its merits, in 1981, Johnson decided to introduce mastery learning to the whole staff.

To do this, the principal planned his approach carefully: he re-worked his school's schedule for eleven

days so that teachers could be trained during school time, at the school site, in an atmosphere which would be conducive to their acceptance. He bought coffee and donuts for the teachers-turned-students. He invited the parents to a meeting at which he and other teachers sold the program to the community, thereby ensuring parental support.

To improve student writing, a writing consultant works with the faculty to inform them of appropriate techniques that work.

Rewards and Incentives. The sucessful implementation of the mastery learning program at 229 was the lever Johnson needed to place his school on the map: in June of that year, each teacher received a diploma signed by the chancellor and the president of the Board of Education. This concrete affirmation of their achievement was important to teachers who were not accustomed to being recognized by the system.

Grades are posted within each classroom, and so are the names of those students who receive awards and honors. The coveted prize of "student of the month" is the supreme honor. Teachers are also the recipients of awards, but theirs are in the areas of attendance, punctuality and "sartorial splendor."

Recruitment. Patterson was designed as a school for the performing arts. As such, classes in the arts serve to draw talented youngsters from all parts of the community.

The visibility which Patterson now has is a boon to the school's efforts to attract talented youngsters. In addition, the principal hopes that the school's fine reputation will serve to attract good teachers as well.

Program. Reading is a separate major, and each student receives a period of reading each day in addition to language arts. At the start of each year, a school-wide reading test is given to assess each student's ability. The results of this Individualized Criterion Referenced Test are used to plan classroom activities to promote reading improvement.

Students are grouped according to reading ability within the grade: within each classroom, they are once again homogeneously divided according to skill deficits.

Johnson is the supervisor for reading: he meets with the reading teachers once a week and is instrumental in helping define approaches and methodologies which are appropriate. As is true for all other subject areas, reading is taught through a Mastery Learning approach. Students who are unable to reach a score of mastery are allowed to take a second test after they have spent more time studying and learning.

Emphasis on a "second chance" is critical to this plan, but it is not the only important component. All teachers are required to write plans which reflect the teaching and learning of the higher order skills outlined in the Bloom taxonomy.

Each student must write at least one book report a month, and weekly compositions are rotated among major subject teachers. In addition, since few students are eager to communicate orally, two oral reports are required each year.

Accountability. The reading objectives for each class are clearly defined, and their mastery is tested. A school-wide reading committee participates in establishing these objectives and new teachers receive assistance in understanding and implementing the programs.

There are uniform tests given in each subject throughout the year, and results are carefully considered and reviewed. All same-subject teachers are scheduled for a common preparation period so that there will be ample opportunity for the exchange of ideas and for future planning.

Co-Curricula. Gifted and talented students are encouraged to participate in a special mentoring program which provides them with an opportunity to see the world beyond the school. Those who want to participate also agree to the completion of a sophisticated research project which is overseen by the program's coordinator at the school site. This project is tied to the mentor chosen and the student's own area of interest.

One of the most valued school programs is in the area of the performing arts. Talented students are given the chance to work with faculty members who will help them to

improve upon their special abilities.

Articulation and Placement. Those who planned the building expected that students would first enter the elementary classrooms housed below for their K-4 education, and that upon their graduation, they would directly pass through to the fifth grade middle school upstairs. Given the uniqueness of a "shared building", the principal reports that there is not as much articulation between these two schools as he would like, and greater efforts will be directed toward this end in the future.

The school prepares students for acceptance to the specialized and prized New York City high schools for the performing arts. The school's dean is critical to this process of high school preparation and selection, and considers this to be one of the key elements of his position.

George Ryan, 216

District 26

Principal: Martin Grossman

Reading scores, 1980: 80.9% on or above grade

1985: 85.4% on or above grade

Institution Building. George Ryan has traditionally received well-educated students who come from homes where education is a priority. As such, parents and staff are committed to maintaining an environment for excellence. In the past year, the school created a committee of teachers to address the issues relating to implementation of the Regents Action Plan. Although the principal is a relative newcomer (Mr. Grossman has been here for two years), the assistant principals and the teaching staff have been in place for many years; a family has been created at Ryan, and all are interested in its continued success.

Structure. Half of the students at Ryan are in "special progress" classes, which means that they enter this school with records of high achievement. They, and almost all other students, receive 5 periods of language arts and 5 periods of foreign language. There is a decided emphasis on outside school reading and reporting; students are expected to do this. For the most part, non-compliance

with this norm is the exception rather than the rule.

Two formal pieces of written work are required each month.

There is one class on each grade for students who are reading below grade. These children are given 5 periods of language arts and 5 periods of reading instruction; they do not study a foreign language.

Co-Curricula. Student co-curricula activities are offered before and after school. Students write for the school newpaper, participate in the student government, engage in sports, and perform in dramatic productions. Trips are scheduled to supplement classroom lerning and to provide for hands-on activities.

Peer tutoring is encouraged, and credit is given to those who have volunteered their time and talent.

Staff Development. The assistant principal for Language Arts conducts both informal and formal visits. She encourages the sharing of lesson plans and teacher intervisitations. Her mission is clear, and student learning is her highest priority.

Articulation. A number of students are accepted to specialized high schools. Several of the area high schools also try to "recruit" students from Ryan.

Russell Sage, 190

- District 28

Principal: Richard Anastasio

Reading scores, 1980: 73.1% on or above grade

1985: 81.1% on or above grade

Institution Building. For the most part, the students at Russell Sage enter the school reading on or above grade. Those who don't read well are keenly aware of their peers' success, and, according to one administrator, it just may be that this subliminal peer pressure has helped to foster reading improvement for all.

Structure. All students receive five periods of language arts a week. In the 8th and 9th grades, students are programmed individually, according to ability level. These placements are determined by teacher recommendation and standardized test scores. To facilitate appropriate student placements, language arts classes are programmed in parallel so that students may be more easily moved when necessary.

All language arts teachers are working in-license. They require monthly book reports from their students, and they are encouraged to develop curricula which are meaningful and relevant to present-day student experiences.

The PSEN program for reading used to provide for small class instruction for students who met the established criteria. This year, however, the program in reading was not refunded because its past successes had made the school ineligible for continued support. The small, hard core of students who are still deficient in reading are instructed by an out-of-license teacher who is assisted by a paraprofessional.

Accountability. Uniform subject exams are administered at mid-year. Teachers participate in the design of these exams, and are expected to thoroughly teach the material included. The Board of Education's test of "minimum essentials" defines the basic course of study, but teachers are encouraged to go beyond this minimum.

Staff Development. The assistant principal for English is a licensed English teacher. His own expertise allows for supervision which is "master teacher" oriented.

James T. Stranahan, 142

District 15

Principal: Walter Sadowski

Reading Scores, 1980: 34.0% on or above grade

1985: 56.1% on or above grade

Recruitment. During his tenure as an assistant to the superintendent at the district office, Stranahan's present principal, Walter Sadowski, had previously devised a magnet program for math and science. Soon after the district decided to house the program in Stranahan, Sadowski was hired as the building principal. The program was designed to bring high achievers into the school who were interested in math and science. It has succeeded in attracting these youngsters as well as additional "achieving" community children who might otherwise have opted for a different junior high school.

This program is attractive because it offers students a small school environment. Its limited class size and its hands-on, broad-based curricular approach to learning are considered particularly noteworthy and attractive. Since its initiation in 1981, the program has significantly changed the socioeconmic make-up of Stranahan's student population, as it has simultaneously raised the mean academic level of each entering seventh grade class. There are now six magnet classes, three in the seventh grade, two

in the eighth, and one in the ninth.

Institution Building. The school's principal brought the magnet program directly to the community-at-large. He and other school staff rang doorbells, made presentations to community groups, and stood on street corners, inviting residents to visit Stranahan, and to enroll their children in the new magnet program.

Concerned with low teacher morale, Sadowski immediately asked teachers and staff to take stock of their professional goals and objectives, and to compare them with those being proposed by the school's new leader. The direction was clear, the mood upbeat. The new principal hoped to elicit staff support for the program he envisioned. He created a curriculum committee which represented all school disciplines. At the same time that he made his intentions clear, he invited the participation of all who were willing to join him in this effort.

Articulation and Placement. As a result of the math/science initiatives and other school-wide changes, Stranahan students are now being solicited by neighboring high schools. Eigth graders who apply to the specialized high schools are gaining admission, thereby decreasing the ninth grade magnet program to only one class.

To improve the math and science training of entering seventh graders, Stranahan curricular specialists in these areas are working with teachers at the feeder elementary schools.

Personnel. Where possible, talented teachers already at Stranahan were asked to participate in the magnet program. However, in some instances, specially trained teachers were needed to staff the program, and they were hired by the principal directly.

Staff Development. The Instructional Management Project in Communication Arts, (IMPCA) a district disseminated writing project, was brought to the Stranahan Language Arts department. Teachers were trained by district personnel in morning sessions held before school in the principal's office.

The principal regularly visits with teachers and students informally, coaching those in need of assistance, and providing constant feedback to all involved in the teaching and learning process.

Structure. In 1981, the population at Stranahan stood at 450. Over the past four years, the school has once again reached a population of 950. The return of these 500 students has necessitated the re-opening and refurbishing of the fifth floor classrooms. The fifth floor is now used for specialty classes, like dance, computing, cooking, and reading labs.

An SP program is available to qualified students on each grade, as are magnet and regular classes.

The sub-school concept is also being piloted, in which four teams of teachers are programmed so that they all teach the same students. This approach has required

parallel programming for the regular track students who are involved.

Program. The reading program uses a traditional diagnostic/prescriptive approach. Chapter 1 students receive reading lab instruction three times a week. As in other Chapter 1 programs, class size is limited and prepared learning materials and kits are made available for student use.

A weekly in-class period of writing is mandated school-wide.

There is a teacher coordinator for the Language Arts department who supervises both the Language Arts and reading teachers.

The library is used regularly: the librarian works with subject area teachers to generate "themes" that will involve students in an interdisciplinary approach to learning.

Rewards and Incentives. Rolls and coffee are provided for staff members who are able to get to school on bad weather days.

A catered staff party for all is now held twice a year to celebrate the school's efforts and accomplishments.

A series of interesting, student-selected trips are planned each year and offered to all students who have acceptable attendance and punctuality records.

A recent $500 mini-grant incentive program established by the district office elicited 18 proposals from Stranahan

staff.

The principal publicly thanks teachers for jobs well done.

Access to External Resources. To enrich their education, students participate in community agencies, are involved in work/study programs, and listen to guest speakers from the private sector.

Extended trips are planned and organized by school faculty, with student fundraisers used to pay expenses. Parents chaperone these long distance excursions (e.g., to Florida; to the Poconos Environmental Center) and are thereby able to get to know school faculty under less restrictive circumstances.

Sadowski works at "marketing" his school to bring in additional people and material resources.

John Philip Sousa, 142

District 11

Principal: Hill Brindle

Reading Scores, 1980: 37.8% on or above grade

1985: 67.4% on or above grade

Institution Building. The establishment and enforcement of rules and regulations was undertaken by the school's principal as soon as he assumed his office in 1979.

Students are issued laminated program cards which they are required to have at all times. Those without cards are not admitted into the building. Likewise, a dress code prohibts students from entering inappropriately clothed. Those without notebooks are required to return home for them. Students who arrive late serve detention after school.

Weekly assembly programs require students to wear white shirts and dark blue trousers/skirts, reflecting the school's two official colors. In addition, males are required to wear ties. On a daily basis, students recite the Pledge of Allegiance in their homeroom classes.

To set and maintain an appropriate "school tone," there is a minimum of one silent passing each day during the change of periods.

The principal unilaterally established goals for the

school when he first arrived. Over time, these goals have been modified to reflect some input from the staff.

Administrators and teachers are required to be in the hall during each change of class. They have been asked to become much more "visible" to students and to each other.

A formal grading policy has been established school-wide.

Personnel. Upon his arrival, the principal informally assessed all staff; those whom he considered less than competent were encouraged to reform and provided with assistance. Although grievances against the principal totalled nearly two hundred that first year, Brindle was determined to improve the teaching and learning in this building regardless of the cost. One-third of the current staff were personally hired by this principal during the last six years. He believes that good teachers will be attracted to working here for as long as the school maintains its reputation.

Staff Development. Supervisors are required to make informal visits to all staff EACH week. These visits are briefly described and submitted to the principal, who then may offer comments and suggestions for follow-up. Two formal evaluations are made of every faculty member (both tenured and non-tenured) each year, with an attendant pre- and post-conference. The CIMS program is being used to solve some of the management problems teachers face.

Rewards and Incentives. Students who achieve are placed on

the Honor Roll. On a bulletin board outside the Main Office, the principal posts the school's accomplishments, both individual and group.

Essay contests, school dances, and trips serve to motivate and reinforce school success.

Program. Students in need of reading remediation are provided with additional reading periods each week. They work in reading labs where they receive small class instruction and have access to Computer Assisted Instruction (CAI). During these classes, particular attention is given to diagnosing skill deficits and providing ample opportunities for practice. Language Arts teachers and reading teachers are scheduled for a common preparation period to facilitate planning and communication. Reading is integrated throughout the curriculum, with all subject area teachers being expected to reinforce specific skills.

Structure. Students are grouped homogeneously for English. Parallel programming eases the movement of students from one class to another if the need arises.

Co-curricula. A "zero hour" club/sports period taps the strengths and interests of students and teachers. The school yearbook is a hardbound, expertly printed volume which highlights the successes of Sousa's teachers and youngsters.

In recognition of their accomplishments, the school band and chorus have performed at the United Nations.

During the 7th and 8th periods every Friday, all 9th graders participate in the club activities of their choice. This activity is only offered to 9th graders in acknowledgment of their "senior status."

Recruitment. An open door policy invites current and prospective parents to visit Sousa at any time. The school principal has spoken at the graduation ceremonies of some of the local elementary schools to encourage "good" students to come to Sousa. He is not content to let the school's accomplishments speak for themselves.

CATEGORIES OF BEHAVIOR

RELATED TO SCHOOL IMPROVEMENT

From the fourteen case studies, we extracted a set of activities programs, and leadership efforts that seem to help these schools in improving achievement and attendance. These qualities cluster under five categories:

(1) "A View from the Top," a sense of mission, institution-building, leadership and resource allocation

(2) "Putting It in Place," the programmatic and structural elements that make schools work well

(3) "Your Image," the need to "position" oneself well in the district-wide and system-wide marketplace to attract students, staff, programs and extra resources

(4) "People," the recruitment and improvement of teaching and administration

(5) "Driving the System," the importance of strong accountability and incentives/rewards to urge staff and students on to greater effort and accomplishments

This next section provides a listing and overview of the five clusters and fifteen topics that seem to characterize successful junior high schools in New York City.

CATEGORIES OF BEHAVIOR RELATED TO SCHOOL IMPROVEMENT

I. "A View From the Top"

Category 1: INSTITUTION BUILDING:

Principals improved their schools by recognizing them as institutions with a unique past, present and future. They testified to the difficulties their buildings had experienced and what they had done to strengthen them. They were keenly aware of the process of change: where they were going. They acted with the total school in mind: its reputation, safety, program, staff, students and community, as well as an awareness of the expectations of the district office. A sense of the mission of the institution was pre-eminent in these schools.

Category 2: LEADERSHIP:

The leadership of the principal was central, although no single style, approach, or outlook emerged. Each leader was as different as the school he (or she) led. These administrators were all active, strong and committed, but what they did was different and appropriate for their schools. In common, however, was a basic trust and praise of teachers and staff--a willingness to share the glory and responsibility for the school's operation. All schools had some delegation: some in fact had broken the school into identifiable units which were run by teacher coordinators or by assistant principals. All admitted that they could not run the school by themselves, although they, the principals, took full responsibility for the outcomes.

Category 3: ACCESS TO EXTERNAL RESOURCES:

Improved schools shared an ability to gain help from outside the building: usually the district office. All talked about ways to get staff, to redeploy staff, to work with universities and colleges, consultants, industry, neighborhood groups. These resources, whether in terms of staff, materials, programs or funds, were important to the effort to raise reading achievement scores, and the principals were often skilled at attracting resources to their institutions. Further, they were able to use resources effectively, backing their programs and staff with the extra help.

II. "Putting It In Place"

Category 4: PROGRAM DEVELOPMENT:

In an effort to raise reading scores and improve schools, administrators all changed their schools' programs, providing a new

focus and set of goals. All stressed reading, writing and mathematics, but they presented these subjects within very different programmatic approaches. Some stressed "Mastery Learning," competitive teams, CIMS (Comprehensive Information Management Systems), integrated reading across the courses and subjects, computers or reading laboratories. All, however, focused on improving reading and basic learning, as presented in the formal and informal program of the school.

Category 5: CREATIVE STRUCTURE:

Principals took advantage of their prerogative as instructional leaders and institution builders by shaping the structure of the schools to fit their missions and interests. Schools were divided into subschools, programs, emphases; creative scheduling was used. Particularly for children performing below grade level, extra time was given to reading instruction, often by using the foreign language period, extra zero period or pre-school time. First, however, the structure of the school had to be under the control of the administrators and teachers (called "taking the school back" from the students). Strict discipline, monitoring of class changes, "Silent Class Changes," and inspecting students as they entered the school to ensure that they had their notebooks, homework, etc. were used in some schools. Once control was there, other important programmatic and structural changes could be and were made.

Category 6: CO-CURRICULUM:

Bolstering the goals of the school program in many junior high schools was a strong extra-curricular emphasis: marching bands, dance groups, newspapers and yearbooks, tutoring. These programs gave a sense of pride, ownership and opportunities for students to excel in diverse fields, some of which (like dance and computers, sports and writing) have value for junior high pupils in the quest for high school admissions. Many of the schools had co-curricula which seemed to strengthen the overall school program. Staffing and developing extra activities presented interesting challenges in terms of paying teachers to work with students or motivating teachers to do so as an extra club or supervision period.

III. "Your Image"

Category 7: RECRUITMENT:

Weak schools have difficulty attracting and holding able students who may seek education elsewhere; conversely, strong students make a school stronger and more attractive. Principals of successful

junior high schools were vitally interested in their "feeder patterns" and how to attract the more able students in their districts. They all used various marketing techniques, such as speaking at school nights in the elementary schools, brochures, flyers, and word-of-mouth. In some cases, improving the quality of the student body helped to raise reading scores, as these junior highs took on the characteristics of "magnet" schools with themes, special programs, special staff skilled in the arts, drama, computers and so on.

Category 8: ARTICULATION AND PLACEMENT:

These schools were also concerned about working closely with both the feeder elementary schools and the admissions offices in the high schools. Thus, successful principals were looking to the outside world: to local elementary schools and to positioning their students for entrance to the outstanding public and parochial high schools. Again, the articulation of the junior high school as the intersection between elementary and high school is central to the overall purpose and mission of the school. Good relations with students and faculty in elementary schools ensures a flow of qualified students into the junior high; good placement (guidance, testing, readiness and exposure) increases the visibility and effectiveness of the schools.

Category 9: PUBLIC RELATIONS:

All fourteen principals in this study were top-notch salespeople, skilled at portraying their schools in the best light: stories of how it used to be, how it got this way, and how well they were now doing. Good public relations is central to recruitment (Category #7), articulation and placement (#8 above). Focusing on the mission and the programs which support it makes public relations easier and more worthwhile. Raising test scores is the best advertisement for the school: it shows that "something is going on in there."

IV. "People"

Category 10: STAFF/PERSONNEL RECRUITMENT:

Principals discussed the need to find high-quality staff to work in their schools. In some cases, weak or incompetent teachers were transferred or removed. Most often, administrators used their skills to attract good people, often first as temporary per-diem staff and then, with permanent certification, as important members of the long-term staff. Strong schools, then, find and keep good staff members, particularly teachers. Schools also employ non-teaching staff including administrators, coordinators, counselors, department chairmen and para-professionals. Acquiring and keeping good staff involved a "caring" approach to working with teachers: giving them a chance to grow (and even to be promoted out of the school). Strong principals were strong recruiters.

Category 11: STAFF DEVELOPMENT:

Staff development was a key to success in every school visited. Strong staff were made stronger through formal and informal staff improvement programs. "Formal" included days set aside for work; "informal" was ongoing, allowing teachers to become involved in the effort to improve the schools, learning new skills, new approaches, observing, sharing. In some cases, direction came from the district office; in others it was the principal and chair/assistant principals who looked out to see that teachers received help and support. When schools help teachers, teachers help the school.

V. "Driving the System"

Category 12: ACCOUNTABILITY:

Strong schools had clear, effective systems of accountability for all teachers. These systems worked easily and regularly as a standard part of the operation of these schools. Giving departmental tests monthly, for example, allows the staff and administration to track student progress and to locate problems. Principals set up marking devices so that tests were easily machine-graded and scores recorded. These scores were then used to plan the next phase of instruction. Accountability extended to teachers and students, involving everyone in efforts to improve practice and achievement.

Category 13: REWARDS:

These schools built-in a means for recognizing quality and achievement at all levels. Covering the walls in corridors are lists of outstanding class performances, measured on the weekly, monthly and term tests. Whole classes are rewarded (and their teachers); "teams," tracks, or sub-schools and their leaders likewise receive notice and rewards (pizza parties, school trips). Teacher of the month, selected by the students; student of the week, as measured by teachers and test improvements; even "commendation cards" are issued by teachers for improvements which then go into a lottery. Recognition, rewards and commendations are central to driving the system.

Category 14: INCENTIVES:

Similarly,staff and students need incentives to improve. Good junior high schools built-in numerous incentive systems (play-offs, games, teams, winning, notice) for bolstering the improvements as they went along. Teamwork, hard work and doing well -- as long as

others know about it -- are strong incentives for doing better. Good principals were masters at spreading the good word and buoying staff and students up about how well they -- and their schools -- were doing.

Category 15: SUCCEEDING:

Finally, nothing succeeds like success. The end result of good institution-building is improvement in test scores, morale, dedication and hard work. Good administrators keep their eyes on the "bottom line" and use success in achieving better reading as a means of improving their schools in other ways. All administrators had a vision of more success: one administrator actually sought out the toughest kids ("the lateral transfer children") to show that his system would succeed for the lowest as well as the highest achievers.

PILOT WORKSHOP

EARLY DROPOUT PREVENTION THROUGH JUNIOR HIGH SCHOOL IMPROVEMENT

Summary:

The aim of this study was to provide material for a series of workshops on junior high school improvement. In order to test our approach, a pilot workshop was held on May 13, 1986 at Fordham University for schools in District 16. Principals, assistant principals, guidance counselors, reading specialists and attendance teachers from junior high schools in District 16 were invited. Members of the original task force and principals and teachers from some of the schools we studied also attended.

The focus of the workshop was the relationship of junior high school improvement to early dropout prevention. Dr. Victor Herbert, Superintendent for Dropout Prevention for the New York City Board of Education, spoke about the causes of student dropout and the need for early intervention. Charlotte Frank, Executive Director of the Division of Curriculum and Instruction, connected research and workshop themes to state and city requirements for school improvement. Small group discussions, each focusing on one of the five general categories described above, were led by principals and teachers from some of the schools we studied.

Evaluation of this pilot session will assist the Alliance in its plans for additional workshops during 1986-87.

EARLY DROPOUT PREVENTION THROUGH JUNIOR HIGH SCHOOL IMPROVEMENT

Tuesday, May 13, 1986. 2:30-5:30 p.m.

Fordham University, Graduate School of Education
Lincoln Center Campus, 113 West 60th Street, Room 1022

Introduction: Purpose of the Workshop

Students leaving school without a high school diploma present a particular problem in a society increasingly more advanced and "credentialized." Thus, school systems, including the New York City Public Schools, are directing special attention and resources to preventing children from "dropping out" of school.

Investigators have long sought the reasons for students leaving school. Family problems, failure at school, pressures to earn money, lack of clear models of successful adults, low self-esteem, pregnancy, drug dependence, and poor preparation for the demands of high school have all been blamed for the drop-out problem. The causes are obviously many and complex, making solutions difficult.

We do know, however, that the problems leading to dropout start long before the pupil enters high school. Many potential dropouts arrive with academic deficits and low confidence in their ability; they often test poorly and find the staged and ever-harder courses beyond their abilities and preparation. They fall behind, get discouraged, stop trying, forget their homework, cut class, lose ground and then drop out of school.

Strong junior high, intermediate and middle schools can do much to prevent student dropout. Schools dedicated to academic achievement, remediation, improved testing and building confidence (changing behavior and self-perceptions of young people) can do much to ease the pressuure on high schools. High school pressures come fast and furious: tests, Regents examinations, new courses every semester, fierce competition. Thus junior high school may be the place to intervene and to prepare students for high school and beyond.

The premise of this workshop is that improvement in junior high schools can help to stem the high school dropout rate -- which in some high schools is nearly fifty percent of the students entering the ninth grade. But how to achieve this improvement? What are the critical qualities that contribute to junior high school improvement and can help to prevent student dropout? In a recent study of fourteen New York City public junior high schools, a setof qualities were identified which will be presented and discussed in this workshop.

Qualities and Workshop Themes:

I. "A VIEW FROM THE TOP"

1. Institution Building: understanding the school as a productive system with interlocking parts.

2. Leadership: using a supportive, directed style to make things happen in your school.

3. Access to External Resources: drawing upon resources to enhance programs.

II. "PUTTING IT IN PLACE"

4. Program Development: focusing, conceptualizing, and goal setting.

5. Creative Structure: redesigning your school to improve performance and achievement.

6. Co-Curriculum: installing a strong, supportive extra-curriculum to build interest.

III. "YOUR IMAGE"

7. Recruitment: "magnetizing" your school to attract other students.

8. Articulation and Placement: positioning your school to work closely with elementary schools and to get your students into high school.

9. Public Relations: selling your school to your community.

IV. "PEOPLE"

10. Staff and Personnel Recruitment: attracting strong staff.

11. Staff Development: working to improve your staff through focused staff development.

V. "DRIVING THE SYSTEM"

12. Accountability: keeping up with student progress, learning, and teacher accomplishments.

13. Rewards: building a system of recognition and support for outstanding teaching.

14. Incentives: building-in ways to instill in students the drive to do better.

15. Succeeding: working for improved attendance, better academic achievement, and better school spirit.

WORKSHOP OUTLINE

1. INTRODUCTORY REMARKS

2:30 Mrs. Charlotte Frank, Executive Director, Division of Curriculum & Instruction, New York City Board of Education: "School Improvement: A System's Goal"

Dr. Max Weiner, Dean, Graduate School of Education, Fordham University: "Welcome"

Dr. Victor Herbert, Superintendent for Dropout Prevention, New York City Board of Education: "The Drop-out Problem and the Junior High School's Role"

Drs. Bruce Cooper and Roberta Trachtman: "The Workshop"

2. BRAINSTORMING THE PROBLEMS:

3:00 What are the problems in junior high that might lead children to drop out now and in high school?

What is currently being done to improve your schools?

4:15 SMALL GROUP SESSIONS

Group I: Institution Building: Leader: Felton Johnson

a. What has been the history of accomplishment in your school?

b. What brings a sense of pride to your staff and students?

c. What have been the major problems in trying to improve instruction, programming, and achievement?

Group II: Program Development: Leaders: Ray Gregory, Irene Clarke

a. How do you build an effective program with the appropriate structure and schedule?

b. How do you create an environment in which students can learn the basics and the extras, too?

c. What kinds of sub-schools, theme schools, and special programs can be created to allow students an identity?

Group III. People: Leaders: Sanford Einhorn, Jean Roberts

a. How do you go about recruiting high quality staff?

b. How can you help new teachers and those struggling to improve their instructional technique?

c. What kinds of staff development are best for improving program, quality,and achievement?

Group IV. Image Building: Leaders: Walter Sadowski, Michael Bernstein

a. How can a school work to improve its image in the community?

b. How can a school sharpen its image, strengths, and ability to attract students?

c. How can schools work more closely with "feeder schools" and high schools?

Group V. Incentives: Leader: Dominick Uzzi

a. How can you recognize and reward students and staff for their performance

b. How can you track the progress of students and the efforts of your staff accurately and regularly?

c. How can you build incentives into your school?

5:10 PROBLEM SOLVING (Dr. Cooper)

Constructing the Ideal Junior High School

a. Based on your brainstorming and group sessions, how might you create the best junior high for holding onto students, building achievement, and easing children into high school without dropping out?

b. What would the ideal institution, leadership, staffing, program, public relations, and incentive system?

5:30 CONCLUSION: Mrs. Joyce Coppin, Community Superintendent, District 16

EVALUATION OF THE PILOT WORKSHOP

Two-thirds of the attendees at the workshop held on May 13, 1986 completed an evaluation questionnaire. With one exception, all respondents rated the workshop as "very useful" or "somewhat useful" in helping them to focus on methods of early dropout prevention.

Each part of the workshop was also rated separately. The introduction and "brainstorming" session were felt to be "very well" presented by two-thirds of the respondents and "okay" by one-third. The small group sessions were rated as "very well" presented by half the respondents and "okay" by the other half. The culmination was rated as "very well" presented by 42 percent and "okay"by 26 percent, with some people not completing this item.

Participants'comments and suggestions for future workshops were also solicited. These included:

Content of Workshops:

- Use audio-visual materials to illustrate successful programs.
- Provide a "take-home kit" for staff development
- Distribute the full report in advance of the workshop. (This was not possible at the time.)

Format of Workshops:

- More time is needed. Three hours was not enough to delve into all the issues and devise means of implementation.
- Vary the location
- Some people felt that future workshops should be held during school hours or on inserve training days; others felt that workshops should not be held during school hours.
- Give the same group an opportunity to meet again periodically to discuss implementation.

Attendees at Workshops:

- Include more teachers. Too much emphasis was placed on the role of the principal.
- Include parents or presidents of parents associations.

- Attendance should be voluntary in order to capitalize on existing interest, experience and enthusiasm. One or two persons from each school in a district might meet together during the inservice period in September.

Small Group Sessions:

- Allow participants to choose the session they wish to attend.

- Small groups should be more homogeneous (e.g., one for guidance counselors, one for reading teachers, etc.)

The response of the group was perhaps best summarized by one participant who wrote: "This is a very worthwhile topic. Don't let it die here."